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## 2019 Black Votes Matter Tour: Comprehensive Report with Data Detail Breakout

Preston Love Jr.

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# **Black Votes Matter Institute of Community Engagement**



## **2019 Black Votes Matter Tour Comprehensive Report with Data Detail Breakout August 1, 2019**



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## **Executive Director's Summary**

### **Thank You!**

Thanks to you, our donors and partners, the 2nd annual 2019 Black Votes Matter Tour exceeded all expectations! We inspired youth and adults to Learn, Respect and the Go Make History. We are extremely grateful for all of our donors and ask for your support as we continue to invest in the next generation of youth leadership development. We are also educating Greater Omaha to greater empathy and understanding of Black History, and where our youth fit in the picture. Will you join us?

### **Background**

The seed for the Black Votes Matter Youth initiative is as a response to the lack of knowledge of the black history and the civil rights movement. In order for our youth to become effective leaders, they must learn and have respect for their own history. The Black Votes Matter Tour was designed to address this void. Students are chosen from nominations made by various grassroots organizations serving youth, such as the HOPE Center, Avenue Scholars, 100 Black Men, Urban League, Big Brothers Big Sisters and more. In addition to individual donations, we received significant grants from The Sherwood Foundation, The Weitz Family Foundation, Omaha Community Foundation African American Unity Fund, and Barbara Weitz. Our proceeds employ North Omaha vendors and service providers. Since its original design, the Tour has been continually enhanced including the pre and post tour experiences, the addition of tour content, the tracking of outcomes and enhancements and maximizing potential student outcomes. This comprehensive report will address the efficacy of the Black Votes Matter tour and ask for your continued support.

### **The 2019 Tour**

The 2019 tour ended Saturday, June 22nd, 2019, after a whirlwind Black History Tour through Memphis, Birmingham, Selma, Montgomery, and Atlanta. This year's tour included 100 people, 65 being high school students, mostly from Omaha Public Schools. There were two full chartered buses as well as a trailing van. As is customary we included a nurse, chaperones, daily reflections, and journaling. This year's participants experienced non-violent methods of the 60's, such as the lunch counter sit-in protest in Atlanta's National Center for Civil and Human Rights museum, and learned and discussed as many as 198 other non-violent methods to add to their tool kit.<sup>1</sup> The youth and adults are prepared for the next dialogue on human rights while we continue to advocate for economic empowerment through the Black Votes Matter Institute of Community Engagement.

### **The 2019 Tour Enhancements**

- An expanded pre-tour education on local Black History
- We developed a mobile Face-to-Face with Black History microlearning course to enhance participant's pre-tour and experiential learning experience
- We also developed a sensemaking collection, mobile survey to instantly capture and assess student learning while on the tour.
- We grew in diversity in the school districts, race, gender and nationalities of students and adults participating.

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<sup>1</sup> Albert Einstein Institute. 198 Methods of Nonviolent Action <https://www.brandeis.edu/peace-conflict/pdfs/198-methods-non-violent-action.pdf>

- A children's book was written about the Tour by he and his sister Portia Love, illustrated by Regina Jeanpierre. “*Your Bridge to History*” . Softcover was released June 15th, hardcover should be released by August 1st. Further, he announced that the book will be sold at the bookstore at the National Voting Rights Museum and Institute in Selma, Alabama

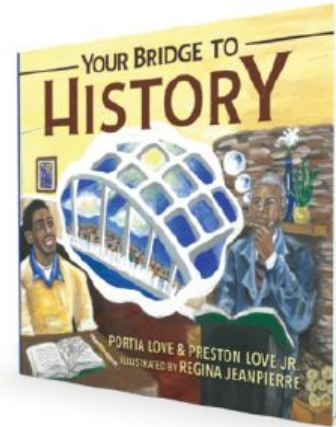


Figure 1: Your Bridge to History Childrens' Book Cover

- While in Montgomery, the students were honored to receive Omaha Public Schools Superintendent Dr. Cheryl Logan, as she joined them for portions of the tour.
- While in Atlanta, we hosted a number of Civil Rights Leaders and historians for a final banquet before returning to Omaha.
- Also announced is the first annual Black Votes Matter Tour **Service Project**. This year's project will be the cleanup and beautification of Will Brown's burial site next to Forest Lawn Cemetery, August 17th. The public is invited to participate.
- We have also been invited to present our educational innovations at the Annual Conference of the American Association of Adult Continuing Education (AAACE) October 9th in St. Louis, Missouri.

#### Announcing the Addition of Jackson, Mississippi, to the 2020 BVM Tour!

We are excited to announce the inclusion of Jackson, Mississippi, to the 2020 Face to Face with Black History Tour. The Tour will visit the Mississippi Civil rights Museum in Jackson, MS. The tentative route for 2020 is in the Figure to the right.

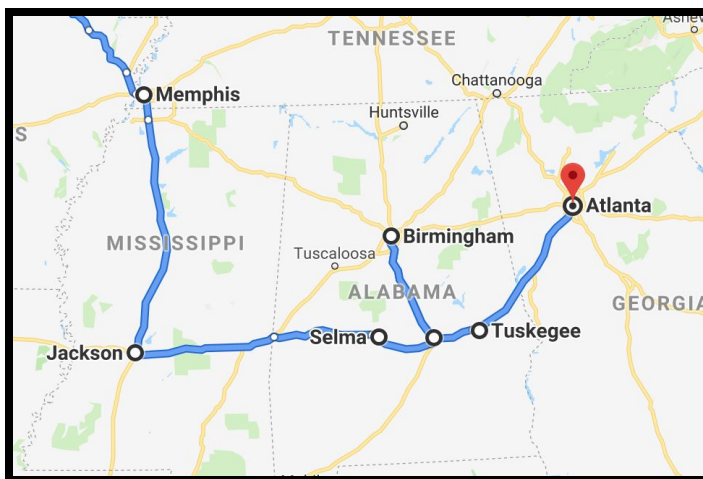


Figure 2: BVM 2020 Route

## The Full Experience: From high potential to lifetime Ambassadors of Community Engagement

We created the “full experience” that selects, prepares, tours and engages participants for a lifetime. In summary, please review the below figure:

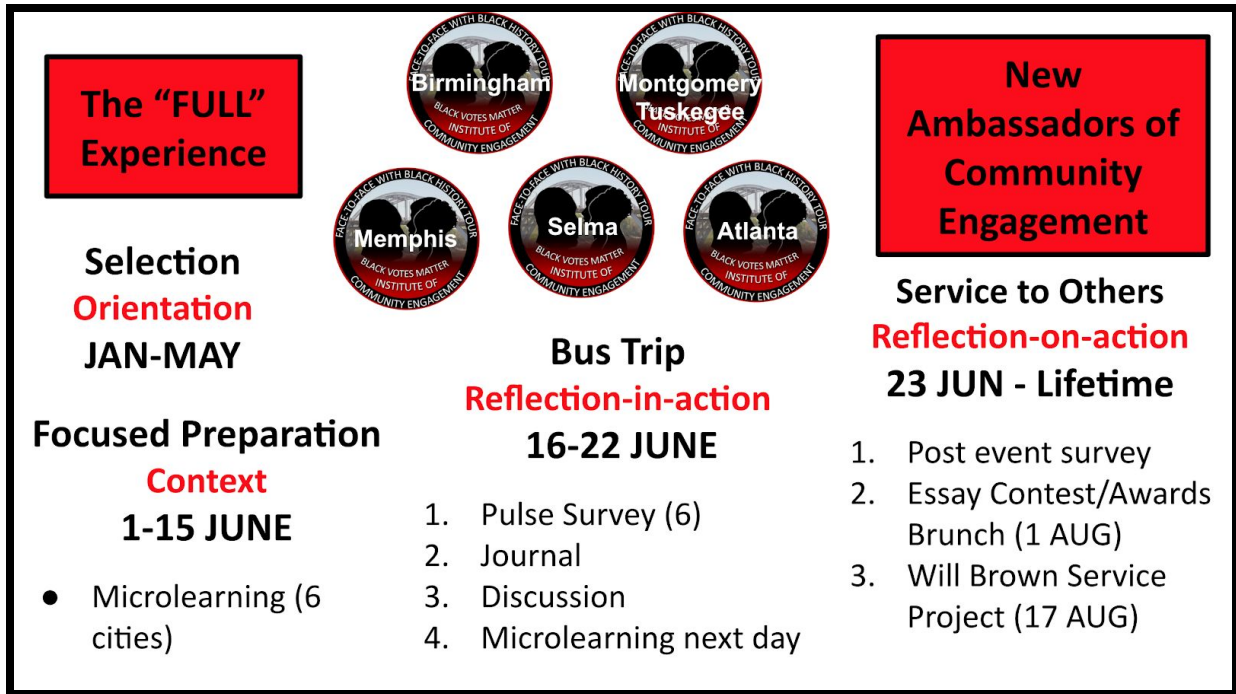


Figure 3: The “Full” Experience

### The Tour Design

The design of the Tour IS very intensive, intentional and focused, notwithstanding the limitations of the time available (one week). The Tour begins with the venues in. Memphis, where Martin Luther King, Jr. gave his last speech and then was assassinated. The Tour flows into Alabama and discovers many of the iconic events that shaped the entire Civil Rights Movement in which Martin Luther King, Jr. was a key figure. The Tour does not overlook the fact that although Martin Luther King, Jr. was a key figure, there were so many other leaders, national and local, grass root people, events, and circumstances that shaped the entire Civil Rights Movement. Our Tour throughout Birmingham, Tuskegee, Montgomery, Selma, and the Edmund Pettis Bridge attempts to capture both the involvement of King, others and the essence of the civil rights movement and more. The Tour culminates in Atlanta where King and his life were put to rest in memorial, but we capture also, in Atlanta, evidence of the pain and victories. Since its inception, the Tour has been significantly enhanced including:

## Pre-Tour Activities

Pre-Tour activities have increased to include history of local Nebraska Black History

### microlearning course

Marvelous video tutorials are available on both laptop and mobile phones, which are used to prepare the participants prior to each day's activities. It includes videos, commentary and linkage to educational references both written and visual.

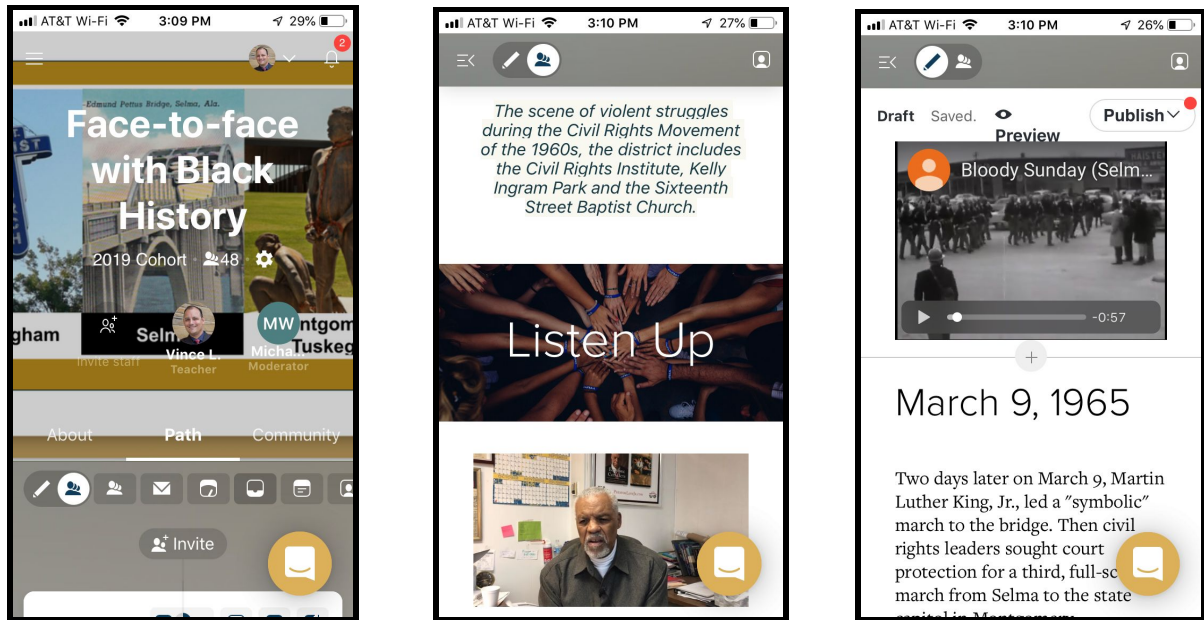


Figure 4: microlearning screenshots

### Student participation in microlearning:

I am committed to being a risk taker and preparing myself for the challenges and discussions we will be having. And for my colleagues to help me gain more knowledge of my history.

--Rising Junior in High School

I am a recent graduate of Central High School and was a member of the IB program. I'm looking forward to going on the trip to learn about a history that is largely left out of classrooms and to meet and get to know everyone else on the trip

--Graduate, going to Marquette University

## Sensemaking:

We do daily surveying to assess the impact of each day's Tour. Participants also gather for reflecting, journaling and discussion.

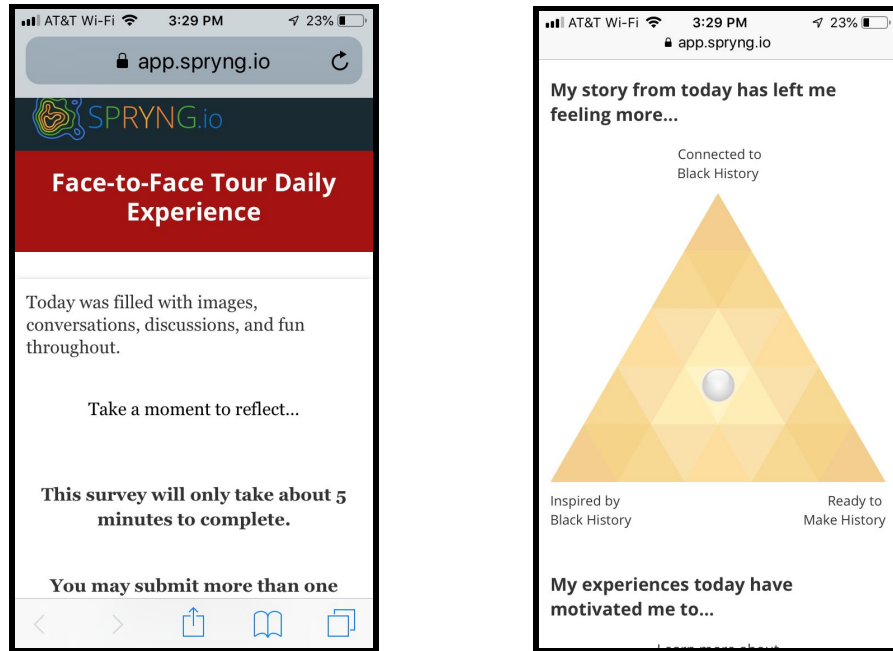


Figure 5: Sensemaking screenshots

The below is a sample visualization from Montgomery's daily sensor from the adults on the trip.



Figure 6: Sensemaking visualizations (results)



**Post-tour Activities:**

1. After the Tour is complete, a comprehensive and thorough report that chronicles the feedback for the students about the Tour, the venue stops and the result of the aggregate surveys
2. The students are invited to participate in an essay contest geared towards their response or some aspect of the Tour. Winners are awarded a financial stipend as a prize and appropriate recognition
3. Student alumni are urged to participate in an annual Black Votes Matter Service Project.
4. There is continued interaction between Black Votes Matter and the student alumni, as to mentoring, as resources and speaking opportunities
5. The plan is to develop the aforementioned tutorials into continuing education units (CEU).
6. It should be noted that all expenses are paid for the student participants, that is, of course the transportation, lodging, the venue costs and food. Annual cost \$60,000 We thank the scores of donors that contribute to the expenses of the Tour with special recognition to the Sherwood Foundation, The Weitz Family Foundation and Omaha Community Foundation's African American Unity Fund.

**Conclusion**

We are clearly moving forward with increased vigor and focus as we build our generation of ambassadors for community engagement that will, no doubt, make history! This does not end with a one week bus tour. Once an alum of the Black Votes Matter Tour, always an alum! We desire to engage our alumni through regular opportunities for service and regular leadership development. Alum are our best mentors for future tour participants. As our community grows in this movement, we desire to keep our donors engaged in our successes and we remain open to your feedback as we carry the torch and momentum forward. Please reach out to me with any questions, concerns or feedback. We remain very open to your insights and wisdom as we move forward.

Preston Love, Jr.  
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## The Essay Contest Continues (Figure 7)



### Black Votes Matter Tour 2019 Essay Contest

*Based on the Will Brown Story*

*Due July 15, 2019*

#### Will Brown

Will Brown was an innocent black man who was lynched in Omaha, Nebraska, September 28, 1919 by a white mob on the steps of our County Court House. Lynching is part of a despicable history of racism and injustice in America.

**ESSAY PROMPT:** *After having toured the Lynching History Museum do you feel that the lynching of Will Brown could be considered a "spectacle lynching", or an early form of terrorism? What did you learn about Will Brown and lynching? How does Omaha atone for this violence 100 years later?*



#### Eligibility

The contest is open to first time participants of the Face-To-Face with Black History Tour of June 2019.

#### Essay Length

Essays should be a **minimum 500 words (not to exceed 750 words)** in length, typed using the 12-point Times New Roman font with a doubled space and page numbers.

**Deadline:** Submit no later than midnight July 15, 2019 to Mr. Preston Love, Jr., [prestonlovejr@gmail.com](mailto:prestonlovejr@gmail.com).

#### Judging Criteria

Essays must present an articulate, clear and organized argument. Judges will evaluate the masked (no names) essay submissions in a fair and unbiased manner. Plagiarism will result in immediate disqualification. The judge committee will use the same criteria, including punctuation and grammar. The committee will present a consensus recommendation of Top 3 essays plus one alternate to the Executive Director for final approval. Decision is final.

#### Ownership and Use

Entry constitutes consent to Black Votes Matter Institute of Community Engagement for the purposes of publishing or sharing essay submissions to showcase work for future marketing events. Essays will always be attributed to the author. Additionally, **Essay winners will be** recognized with future opportunity to read their winning essays at Will Brown ceremonies, especially September 28<sup>th</sup>, 2019, and will have speaking opportunities throughout 2020.

**Winners** to be announced at the BVM Tour Brunch, August 1<sup>st</sup>:

- **First place winner** will receive \$100.00, plus a \$50 Amazon Gift Card;
- **Second place winner** will receive \$50.00, plus a \$50 Amazon Gift Card;
- **Third place winner** will receive \$25.00, plus a \$50 Amazon Gift Card.

#### Recommended Sources:

Menard, Orville. "[Lest We Forget: The Lynching of Will Brown, Omaha's 1919 Race Riot](https://history.nebraska.gov/sites/history.nebraska.gov/files/doc/publications/NH2010Lynching.pdf)" March 1, 2019. <https://history.nebraska.gov/sites/history.nebraska.gov/files/doc/publications/NH2010Lynching.pdf>

Mertes, Micah. Omaha World Herald Article, "[The Lynching of Will Brown](https://www.omaha.com/eedition/sunrise/articles/the-lynching-of-will-brown/article_9bf510b0-ba48-5664-95a9-60eb8beed866.html)." August 27, 2017. [https://www.omaha.com/eedition/sunrise/articles/the-lynching-of-will-brown/article\\_9bf510b0-ba48-5664-95a9-60eb8beed866.html](https://www.omaha.com/eedition/sunrise/articles/the-lynching-of-will-brown/article_9bf510b0-ba48-5664-95a9-60eb8beed866.html)

Pilkington, Ed. [How White Americans Used Lynchings to Terrorize and Control Black People](https://ibw21.org/commentary/why-america-must-atone-for-its-lynchings/). April 26, 2018. <https://ibw21.org/commentary/why-america-must-atone-for-its-lynchings/>

## Overall Insights

### Change in Attitudes/Beliefs Over Time

The BVM tour clearly witnessed a ***strong change in attitudes and beliefs over time***. From the initial baseline survey in March to our final pulse survey, youth and adults adopted a desire to act and make history. The first ternary asked the question, “My story from today has left me feeling more... Connected to history - Inspired by history - Ready to make my own history” and clearly they moved from connecting to being inspired to ready to make history. The second ternary asked the question, “The experiences from today have motivated me to...Learn more racial injustice - Speak out against racial injustice - Ready to take action against racial injustice.” Participants went from learning and acting to a desire to speak with very few participants remaining, “stuck in the middle.” The BVM tour certainly ***creates Ambassadors of Community Engagement ready to act, speak and make history***.

Adults:



Figure 8: Adults: My Story left me feeling more...connected, inspired, make history

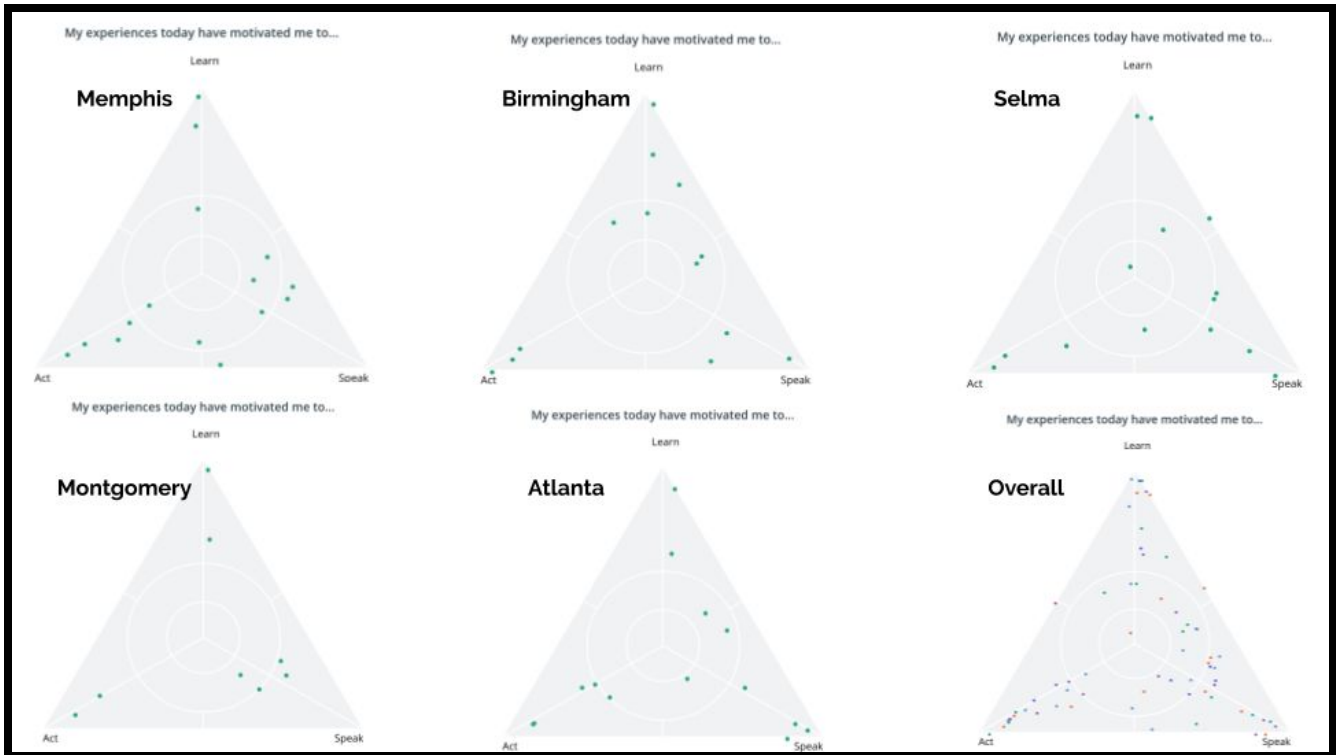


Figure 9: Adults: My Experience have motivated me...learn, act, speak

### BVM Youth Changes Over the Trip:

1. The daily experiences were signified by each respondent with the following triad. “My story from today has left me feeling more... Connected to history - Inspired by history - Ready to make my own history.” As these observations indicate we see a slight migration from connection and inspiration towards “ready to make history” once the students reach Atlanta. In addition, the overall effect of the trip experience has achieved the three main goals of the trip. Very few are “stuck in the middle.”



Figure 10: BVM Youth: My Story left me feeling more...connected, inspired, make history



2. The daily experiences were signified by each respondent with the following this second triad. “The experiences from today have motivated me to...Learn more racial injustice - Speak out against racial injustice - Ready to take action against racial injustice.”

There is a definite movement and towards speaking out against and ready to take action against racial injustice as the students are progressing along in the trip. This correlates with the feelings of being inspired and ready to make their own history from question 1.

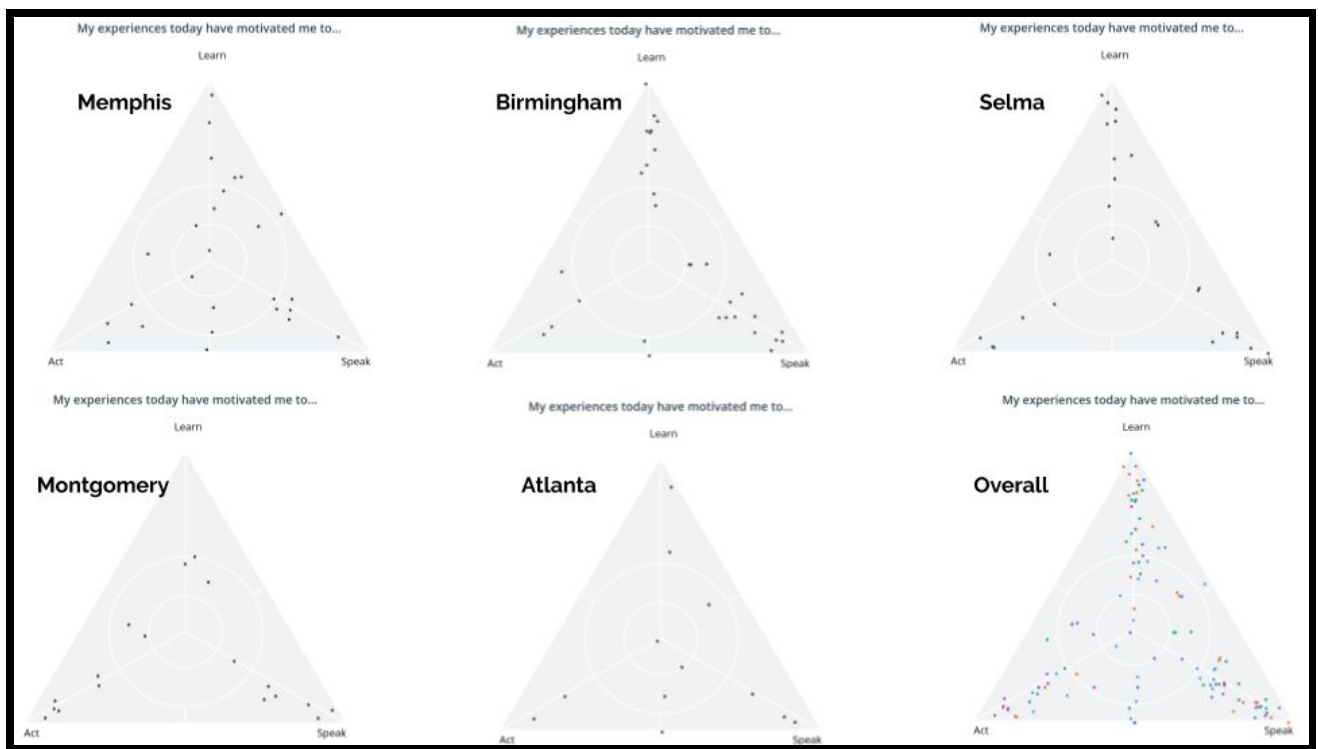


Figure 11: BVM Youth: My Experience have motivated me...learn, act, speak

## Effectiveness of microlearning

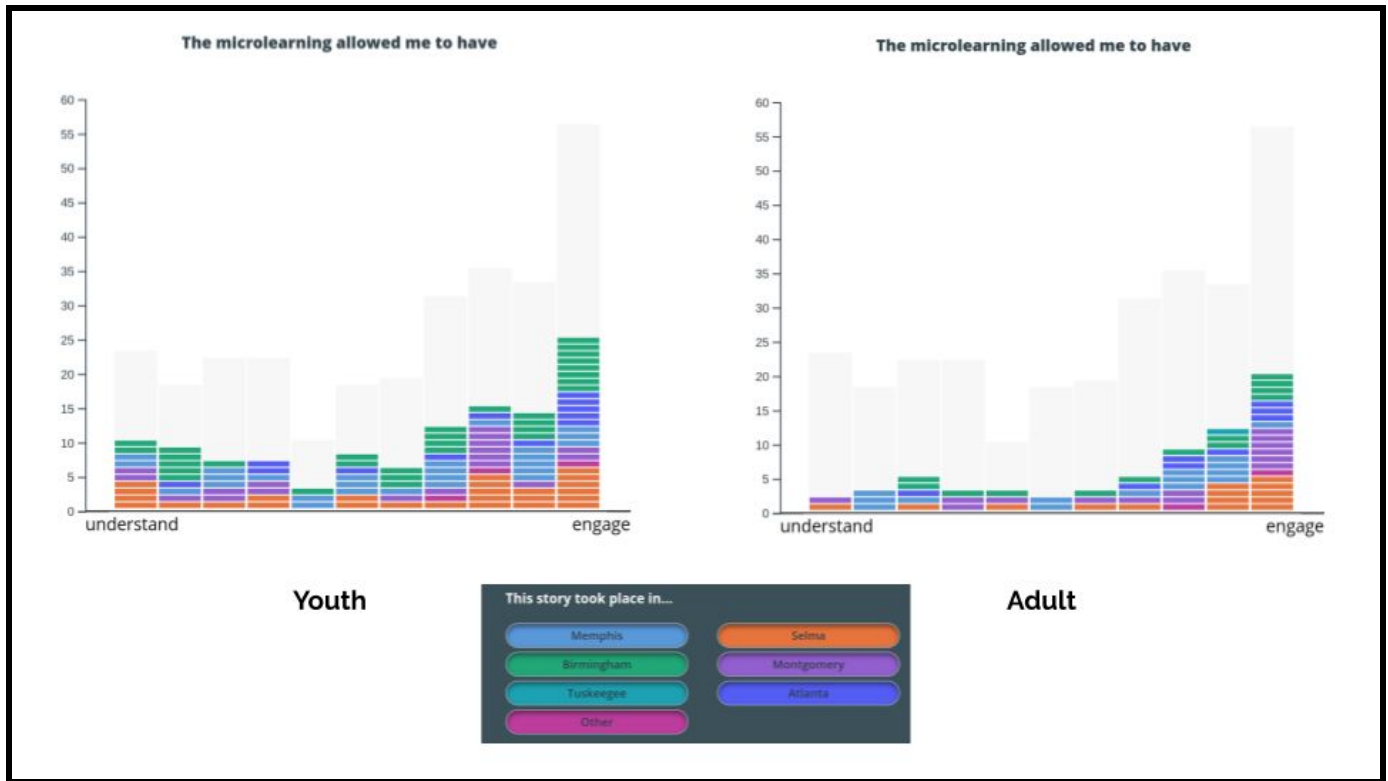


Figure 12: Effectiveness of the microlearning for each location to “better understand history vs more engage with the daily events and experience”

As these plots demonstrate, the microlearning greatly increased the level of engagement with the experience each day for both the youth and adult audiences. Additionally, the engagement rate with the microlearning itself was over 90% for all participants. Our method to distribute the learning via mobile device allowed the participants to quickly access and engage with the learning content during the transit and down times of the trip. The interaction between learners within the microlearning itself, increased the level of community and social learning throughout the experience.

## Stories with a Soul (Word Cloud)

Narrative Word Cloud from all stories submitted across the experience

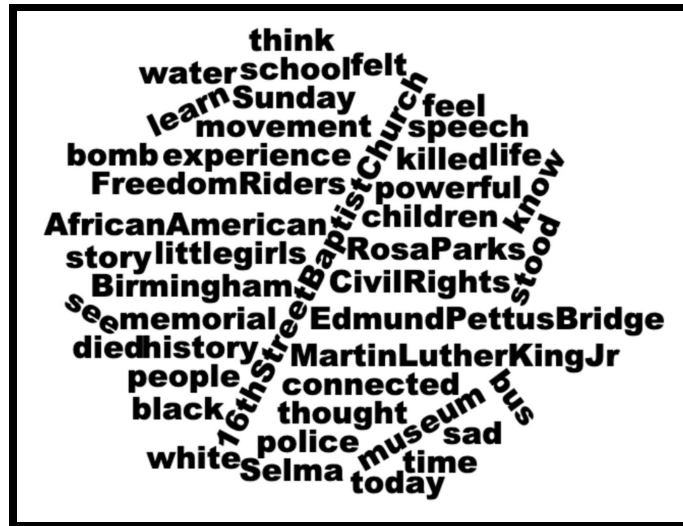


Figure 13: Word Cloud from narrative inputs (edited)

## Trip Organization: ran together vs. organized & fun

The trip was well thought out and organized according to all participants. Certain days we're more "fast and furious" than others, but generally speaking, the sentiment was positive towards the organization of the overall trip. We would note that one stop was not taken, Tuskegee, due to time and this data may have changed if that stop was taken on the final day between Montgomery and Atlanta.

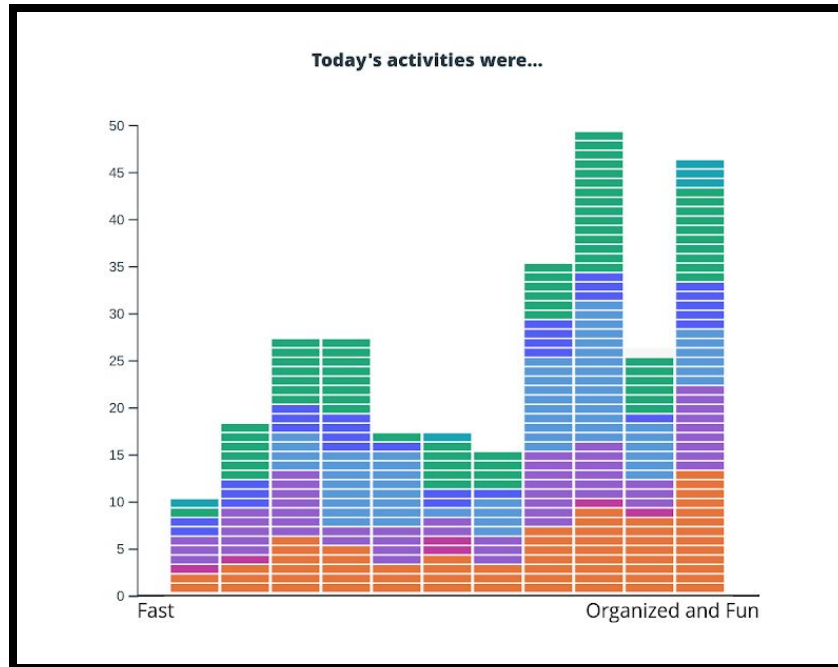


Figure 14: Trip Organization: ran together vs. organized & fun

**Trip Organization: ^empathy towards those different than me vs. ^engage with those different than me**

“After today’s activities and experiences, I found myself being... *More empathetic towards people different from me* verse *Ready to engage with people different from me.*” This question is key to understanding the change that was occurring in the participants emotionally and intellectually over the course of the trip. Overall the trip’s goal of getting people to understand, connect, and engage are being met, just differently depending on perspective and personal history/identity.

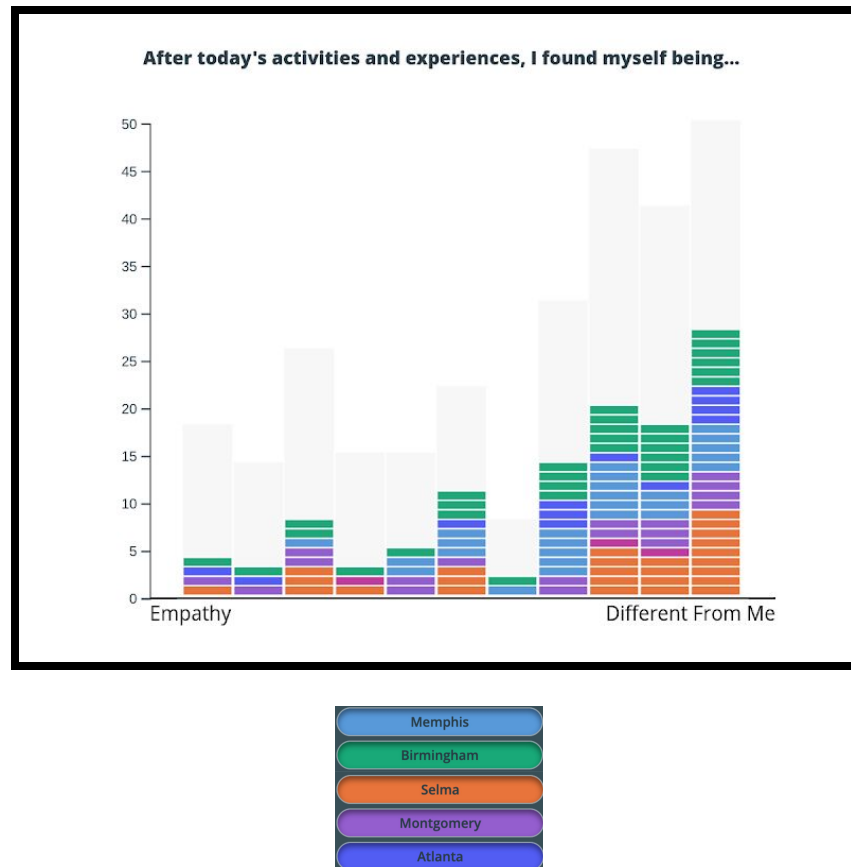


Figure 15: Trip Organization: ^empathy vs. ^engage with those different than me



## Insights by Destination

### Baseline Survey (March 22, 2019)

A baseline collection for trip participants was given to assess tour expectations and knowledge of the locations/events. The above plot, shows the youth expectations we clearly skewed to “learning about events” and “making connections to history.”



Figure 16: Baseline: I expect to learn about events, make connection to history, or make friends

## Memphis (June 17, 2019): Top Stories (4)

### The Sniper

I got to see where the sniper was who assassinated Martin Luther King Jr. When I stepped into the area I got dizzy. Another girl by me said she was dizzy as well. It was kind of emotional standing there knowing this person had so much hate in their heart to take someone's life. It also shocked me how someone would kill an inspirational leader because they didn't agree with what he had to say.

Uploaded Image:



### Damaged bus

Seeing the tour bus completely destroyed and reading the detailed description from the perspective of a young white woman was very emotional. Especially when she goes in and helps some of the black folks, even if the Klan could have harmed her and her family for doing so.

Uploaded Image:



### Women's Rights

Today I learned more about women's rights and that connected with me. Today many women still don't have rights in some kind of way. I took a survey on whether I think women should be equal as men, or stay at home. Another choice was to march and get the rights they wanted they wanted to. Also learned about the Rosa Parks incident. The bus in the museum was the original bus, she had to get up from and was arrested. Both of the events had an affection on me.

Uploaded image:



### Standing in His Shoes

I stood where Doctor Martin Luther King Junior gave his final, "I've Been to the Mountaintop" speech and looked out over the audience just as he would have.

Uploaded Image:



Figure 17: BVM Youth & Church Youth: Stories with a Soul from Memphis

## Birmingham (June 18, 2019) Top Stories





<p><b>16th Street Baptist Church</b></p> <p>The man at the 16th Street Baptist Church, because he was around then when the bombing happened, and he even went to the church. He also knew the family of the girls who died, and told us their stories. Having the opportunity just to be there and talk to someone who was alive at that time was very eye-opening.</p> <p>Uploaded Image:</p> 	<p><b>You do it to me</b></p> <p>My response is similar to yesterday because being young myself when the 4 girls were killed in the bombing of the church, I remember seeing the images of the event and being greatly moved emotionally. Today the image of the stained glass window in Sixteenth Street Baptist Church with the image of a black man with one hand pushing and the other hand giving with the saying You Do It To Me brought tears for hope for a better world.</p> <p>Uploaded Image:</p> 	<p><b>Rosa Parks : The Female Leader</b></p> <p>Of all the stories we heard I connected with Rosa Parks because she shouldn't be treated the way she was on the bus because she deserves to be treated with respect and she should have never went to jail because she had the seat first so that white man should have never demanded her to move to another seat all because of her skin complexion</p> <p>Uploaded Image:</p> 
<p><b>Police dogs and fire hoses</b></p> <p>Watching the video about the water hoses, police dogs and kids going to jail impacted me. I've learned about this but this was a different level. Bull Connor did horrible things but this is really bad.</p>	<p><b>The Dogs</b></p> <p>It got really intense in Ingram Park when I walked through the dog sculptures. My heart began to beat fast and I felt shaken up. I was scared to even go near the sculpture. It's crazy how they turned such kind hearted animals against a specific race of people.</p> <p>Uploaded Image:</p> 	<p><b>Childrens Song</b></p> <p>Had a conversation with someone on the bus today on the way to Birmingham and she shared with me that growing up one of the playground songs she sang as an elementary student was about Jim Crow. She shared how it was a song they sang daily but had no concept of what it was about. In the museum we found a plaque about the children's song. It was a conversation that brought us closer together and appreciated the honesty.</p>
<p><b>Day 2, Birmingham</b></p> <p>I think the strongest emotion that I felt today was anger, I was outraged when I watched a video depicting the police brutality towards protesters in the march on Birmingham. Children and adults alike were blasted with fire hoses and attacked by dogs, thousands were even thrown in jail. I was shocked to learn the extent of this violence and angry that any human could be treated that way.</p>		

Figure 18: BVM Youth & Church Youth: Stories with a Soul from Birmingham



## Selma (June 19, 2019) Top Stories

**Walking the bridge**  
Walking down the bridge, thinking about a line of police officers, with billy clubs, and officers on horses, waiting for you at the bottom of the bridge. Would I have the courage? Am I that brave?

Uploaded Image:



**Kkk baby**  
I thought the photo with the white baby in the kkk uniform was interesting because it basically was sending the message that your not born to hate but you're taught these things by the adults and the atmosphere around you. During the civil rights era you saw little kids joining in to do these hateful things to adults because they saw their parents or family members doing it so they thought it was right and cool to do. Same goes with black people some where taught that the white man isn't good and to not trust white people cause they do some hateful things but not all of its true it's just that this thing was passed down and taught.

Uploaded Image:



**NEW PERSON!**  
Today we saw some crazy thing's and felt some CRAZY emotions. The story that stood with me today (well it's not really a story, but place) was the Zend museum (that I forgot the name of) was really emotional and amazing and just so mentally and emotionally filling and draining at the same time(if that makes sense) they showed us some people that were murder and never got there justice (well some did) and it brought me to tear's. I was very upset, but I feel like I came out a new person.

Uploaded Image:



**My Brothers**  
One thing that connected with me was listening to the last museum and hearing the stories of all the black men that died from the klu klux klan and it connected to me because, I'm close to my brothers and when I hear stories like that I ultimately think about if it was them that was being killed gruesomely for the color of their skin. I still hold this fear today but hearing how many people were blatantly inhumane towards black men, scares me for the people they may run into that holds that same hate which is not impossible to happen today with all that's going on within the black community and police/gun violence in general.

**Rasism**  
Today when we were at the second museum I saw a picture that stood out to me. The picture was a baby in a klan suit in front of a black trooper. To me the message was that racism is taught because nobody is born racist.

Uploaded Image:



**Emmett Till**  
Today I learned about Emmett Till. I learned that he died, because he said something to a white woman. It makes me upset that he died for just saying something to a white woman. It also makes me upset because he was very young, and really close to my age.

Uploaded Image:



**And We Won't Stop**  
I felt honored to walk on the Edmund Pettus Bridge. The whole time I imagined the scene from the movie Selma when they walked across the bridge, which helped use more senses to feel like I was walking the bridge with the marchers in that very moment.

**The bridge**  
The Edmund Pettis bridge was really moving. I felt really connected to history. The pictures in the museum as well really impacted me.

**The Walk accross the bridge**  
Walking the Edmond Pettus Bridge today evoked different emotions than I thought it would. I had anticipated feeling sad or melancholy but instead felt empowered and uplifted.


Figure 19: BVM Youth & Church Youth: Stories with a Soul from Selma

## Montgomery (June 20, 2019) Top Stories

### Legacy Museum and Lynching Museum

Out of everything that we did in Montgomery, the thing I learned from the most and what was most inspiring was the Legacy Museum. There was a lot of emotions that I felt during this museum because the museum gave information about lynching and the incarcerated people. This museum made me think more deeply about our society today because a lot of the instances of wrongfully accused people were recent in the past years which shows how hostility towards people who are different still happen today. As I walked through the lynching museum, I felt many emotions as well, feelings of sadness and anger because I can't believe that people were treated that way and were tortured in front of people, that is wrong in so many ways.

Uploaded Image:



### Life sentence

At the Legacy Museum, it was very focused on incarceration both in the past and in the present. One picture that stood out to me and stopped me in my tracks was a black and white photograph of a mom and a son. The son was 15 years old and had just been sentenced to life in prison, and he was crying and hugging his mom. The mom had one year on her cheek, but was obviously only holding it together for her son. The pain on their faces was heartbreaking and unbearable to look at, but I couldn't look away. At one point I thought about going into the field of criminal justice and the Legacy Museum resparked that fire within me, especially that one picture of a love changed in a moment.


### Red Summer

Today I read and saw about the Red Summer. The Red Summer is lynching and burning people. One that caught my attention was John Heartfield for "having" a white girlfriend. That day he took him and hung in Ellisville, Mississippi. They hung him, then shot him more than 200 times then burned him afterwards. It didn't make sense to me to torture someone who was already dead.

### Nebraska

I've seen a lot of people who was lynched around the world it was kinda sad to me. A lot of African Americans were lynched for stupid reason like for helping with marriage. This connected to me because there were lynching in Nebraska.


Uploaded Image:



### Boycott dedication

The statues of the three women representing the 13 month bus boycott were very interesting. The older woman was hunched and obviously beyond the age of retirement. One woman was pregnant and was suffering from back pain depicted by her hand placed on her lower back. They were certainly dedicated to this boycott.

Uploaded Image:




### Tears

Today in Montgomery we went to a lynching museum. There was lots of pictures of people getting lynched. It was very horrible and sad. I didn't get that emotional until I saw a picture of a negro boy hugging his mom while they both cried, when I read the caption I stared too cry too. The caption read: 15 year old boy hugs his mom after being sentenced to die in prison. It's such a horrible thing.

### White part of town

Wow. Today I full on cried mabe 5 times. I felt over powered by greif and anger. Anger that some (most) of the people didn't get the justice they deserve. The one that sticks with me is the man standing in the "white part of town" and a white woman felt threatened by him. I can't say much because I don't know I to describe my feeling's but just know it was ground breaking.

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### in bondage

I could almost hear the chains scraping on the concrete and feel the skin tearing away at my ankles. The sculpture at the beginning of the lynching memorial was powerful...eliciting emotions of sorrow, anger, fear, despair and anguish...and guilt for what my race has done to another race.

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Figure 20: BVM Youth & Church Youth: Stories with a Soul from Montgomery



## Atlanta (June 21, 2019) Top Stories

### Coretta King quote

I read a quote from the wife of Martin Luther King Jr. that said "If you give your life to a cause which you believe is right and just, and your life comes to an end as a result of that, your life could not have been spent in a more redemptive way. I think that is what my husband has done." Which I thought was very inspiring, because even though her husband just died, she thinks it was worth it.

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### Sit in

Today we went to a human rights museum. There was one exhibit that made a lot of people emotional. It was where you sit down on a chair like the chairs at restaurants you put headphones in and close your eyes while your hands are on the table. Then the audio starts and your in a restaurant at a sit in. Someone tells you too get out of your seat or they will hurt/kill you. The chairs move when the person hits you. It feels like your actually there. A lot of people throw glass and hot you and a minute later you can hear a ambulance.

### The King Center

I enjoyed visiting the Ebenezer Baptist Church and felt so in awe of being where MLKs funeral was and sitting where I believe Coretta would have sat. I was moved that they are buried beside each other at The King Center and admire Coretta's dedication to building this legacy for his Civil Rights Mission. I love the picture of the two of them when he won the Nobel Peace Prize and the expression of her love for him.

Uploaded Image:



### Atlanta's museums

While in Atlanta at the Civil and Human Rights Museum it felt like a recap of everything I had already learned. I was able to look at the information with a better understanding of what happened or what the specific person had contributed to history. However; I did learn a few new things in the voice to the voiceless collection. I also enjoyed seeing Martin Luther King Jr house.

### The Lunch Counter

The experience that connected with me today was sitting at the lunch counter in the museum. At this lunch counter, you put your hands on the counter and listen to voices attack you. The experience was truly jarring. People yelled and whispered horrible things at you, you could feel them breath in your ear. The chair shook as bottles broke and people hit you. It was a really chilling and eye-opening experience.

### Journey Home

Sitting at the counter gave me just a smidgen of the feeling of what it must have been like to fight for the simple civil right of being served to eat. A right I've taken for granted and didn't fully understand how hard it was for them to resist. Also seeing and remembering that MLK casket was carried on a rugged old work wagon pulled by mules. I remember seeing it on tv but forgot his final journey was modest by showing the roots of the hard journey his people had gone thru.

Uploaded Image:



### Civil and Human Rights Museum

The Civil and Human Rights Museum was powerful. The most impressive display for me was the look-at-your-consumer-habits display on the top floor. Cut flowers, sold in stores, cause birth defects. Soccer balls have been, and still are, being sewn by children. Chocolate, that is not fair trade, is frequently picked by children. We can do something about unjust systems with our consumer dollars. As a side note, I mentioned to the information desk that the chocolate they sold in the gift store was NOT fair trade, and that the t-shirts were made in China and Honduras, both sweatshop countries. They were appreciative of that being pointed out.

Figure 21: BVM Youth & Church Youth: Stories with a Soul from Atlanta

## Demographic Comparisons (BVM Youth, Church Youth, Adults)

### BVM Youth

Notice the BVM Youth were clearly changing to want to engage with people different from themselves. The stories reflected this sentiment.



Figure 22: BVM Youth: ^empathy vs. ^engage with those different than me

## Church Youth

However, the church youth were not as ready to engage with others different from themselves. They had a more even distribution, reflective of their experience on the trip.

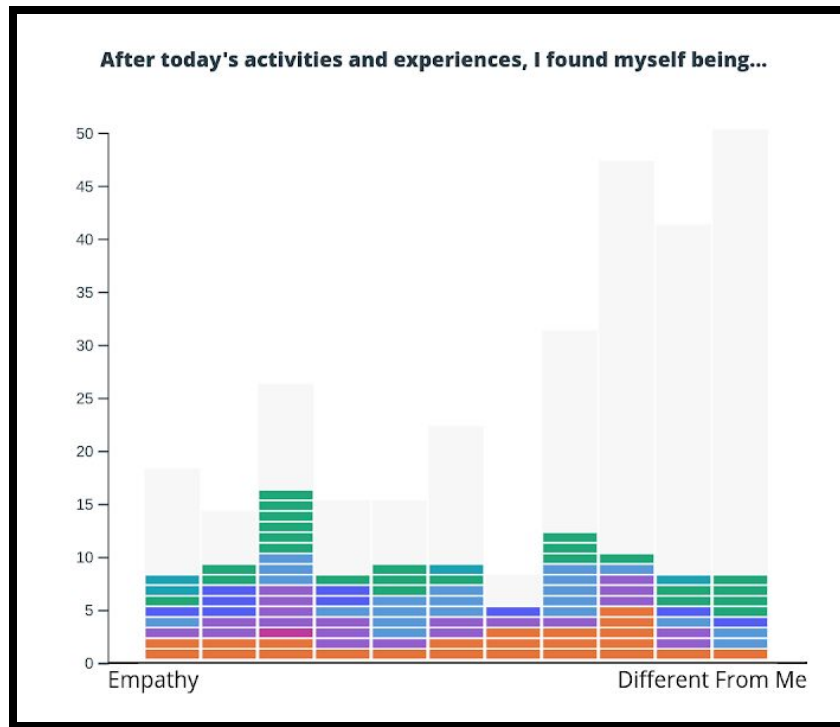


Figure 23: Church Youth: ^empathy vs. ^engage with those different than me

## Adults / Chaperones

The adults, however, were dramatically affected towards being ready to engage with those different from themselves. This can not only be seen from the above graph, but can be seen in the stories told by the adults.

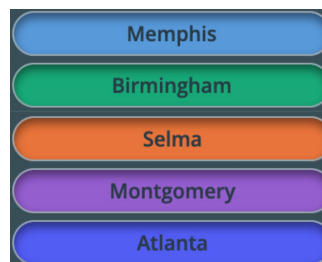
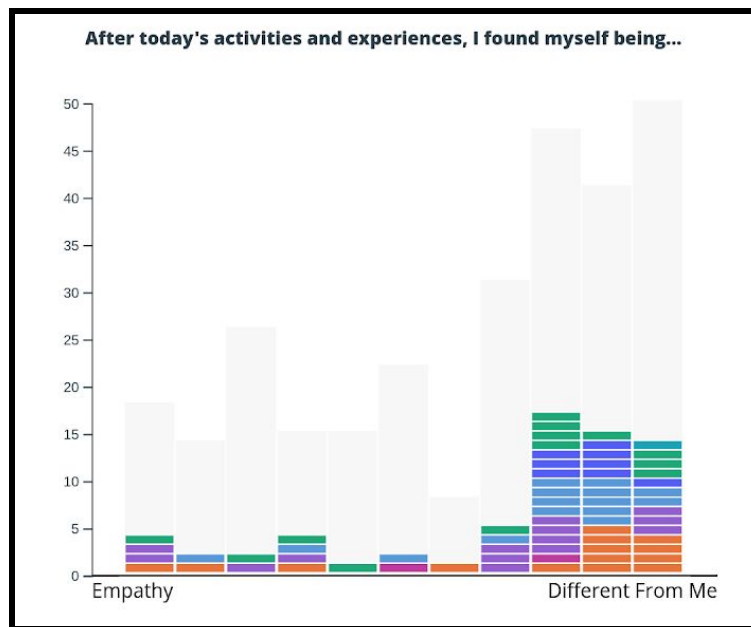


Figure 24: Adults: ^empathy vs. ^engage with those different than me

## Tour Overview & Budget

We will provide a complete tour overview and budget for donors to understand the immensity of the undertaking

## Microlearning Overview

Over 90 learners voluntarily enrolled to the Face-to-face with Black History microlearning course with all 90 learners active in the course (100%) and over 45 completed the course (50% completion rate) qualifying for a certificate of completion. For a voluntary course, these engagement statistics easily triple the distance learning industry standards of 5-15% average engagement.<sup>2</sup> The Face-to-face with Black History microlearning course provided participants an overview, background information, and unique stories about the specific sites that they saw “face-to-face” with a desire to enrich their experience. There were five **Learning Outcomes**:

LO 1 Develop a greater understanding of each destination prior to the visit (Learn history)

LO 2 Reflect on significant historical landmarks (Learn history)

LO 3 Develop empathy for the players of black history (Respect history)

LO 4 Understand your story in the context of black history (Respect history)

LO5 Reflect on your story, your passion and prepare yourself to make history

In addition to the above engagement statistics, these learners were motivated and saw the connection of the microlearning to enjoying their experience. More specifically, the BVM Youth became more engaged with the tour through the microlearning experience as the trip progressed. Adults, who had better knowledge of the events of history, found the microlearning led them to be more engaged with the experience. The narrative stories that were submitted behind these data points demonstrated this sentiment.

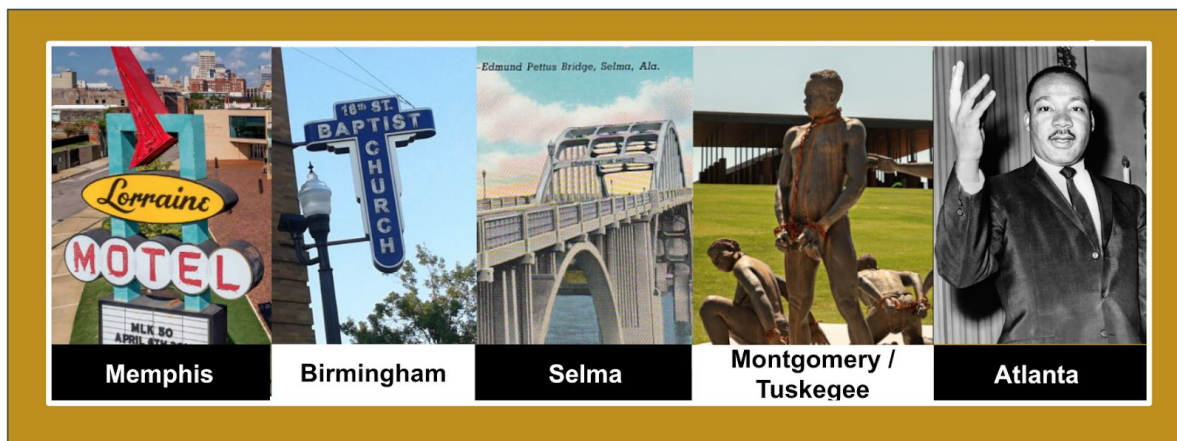


Figure 25: microlearning course banner

<sup>2</sup> Average completion rates for (voluntary) online courses is 5-15%. Ahern, Amy. EdSurge.com, Stop Asking About Completion Rates, November 28, 2018.

<https://www.edsurge.com/news/2018-11-28-stop-asking-about-completion-rates-better-questions-to-ask-about-moocs-in-2019>

## Learners in Course



Figure 26: microlearning learner count >100

## Course Summary, Course Description, Course Outline

### COURSE SUMMARY

This course prepares participants to learn about history, connect their story to Black History (Respect history), so they may go and MAKE HISTORY.

### COURSE DESCRIPTION

***What is this course about?*** This course provides Face-to-face with Black History tour participants an overview, background information, and unique stories about the specific sites that they will see “face-to-face.”

***Who is this course designed for?*** This course is designed for participants of the Face-to-face with Black History tour or any individuals that wish to embark on the same route and tour.

***What will you learn?*** Participants will learn about the sites they will be visiting so they are greater prepared to maximize the experience.

### Learning Outcomes

- LO 1 Develop a greater understanding of each destination prior to the visit (Learn history)
- LO 2 Reflect on significant historical landmarks (Learn history)
- LO 3 Develop empathy for the players of black history (Respect history)
- LO 4 Understand your story in the context of black history (Respect history)
- LO5 Reflect on your story, your passion and prepare yourself to make history

## COURSE OUTLINE




<b>Introduction</b> Welcome, meet your facilitator, Goals, Expectations, Add to your mobile device, Our Journey, pre-journey baseline survey 14m ▽ Show 6 steps	
<b>Memphis</b> National Civil Rights Museum at the Lorraine Motel, Memphis Sanitation Workers' Strike, I Have Been to the Mountaintop MLK, Jr. Speech 1h 39m ▽ Show 6 steps	
<b>Birmingham</b> Birmingham Civil Rights Museum, 16th Street Baptist Church bombing, Kelly Ingram Park 55m ▽ Show 6 steps	
<b>Selma</b> Voting Rights Museum & Institute, Slavery & Civil War Museum, Edmund Pettis Bridge 29m ▽ Show 5 steps	
<b>Tuskegee</b> George Washington Carver Museum, Tuskegee University / Tuskegee Airman, The Tuskegee Study of Untreated Syphilis in the Negro Male 36m ▽ Show 5 steps	
<b>Montgomery</b> National Memorial for Peace & Justice, Will Brown, Civil Rights Memorial Freedom Shrine, Dexter Baptist Church, Alabama State University, Rosa Parks Museum 37m ▽ Show 7 steps	
<b>Atlanta</b> King Center for Non-Violent Social Change, Ebenezer Baptist Church Surrounding Historically Black Colleges (Spelman College, Morehouse College, National Center for Civil and Human Rights) 32m ▽ Show 6 steps	   

Figure 27: microlearning course lessons and subtopics



## Measures of effectiveness

### BVM Youth

As the graph shows the BVM scholarship youth became more engaged with the tour through the microlearning experience as the trip progressed. Note: Each color represents a daily microlearning lesson on the trip Memphis Day 1 through Atlanta Day5.

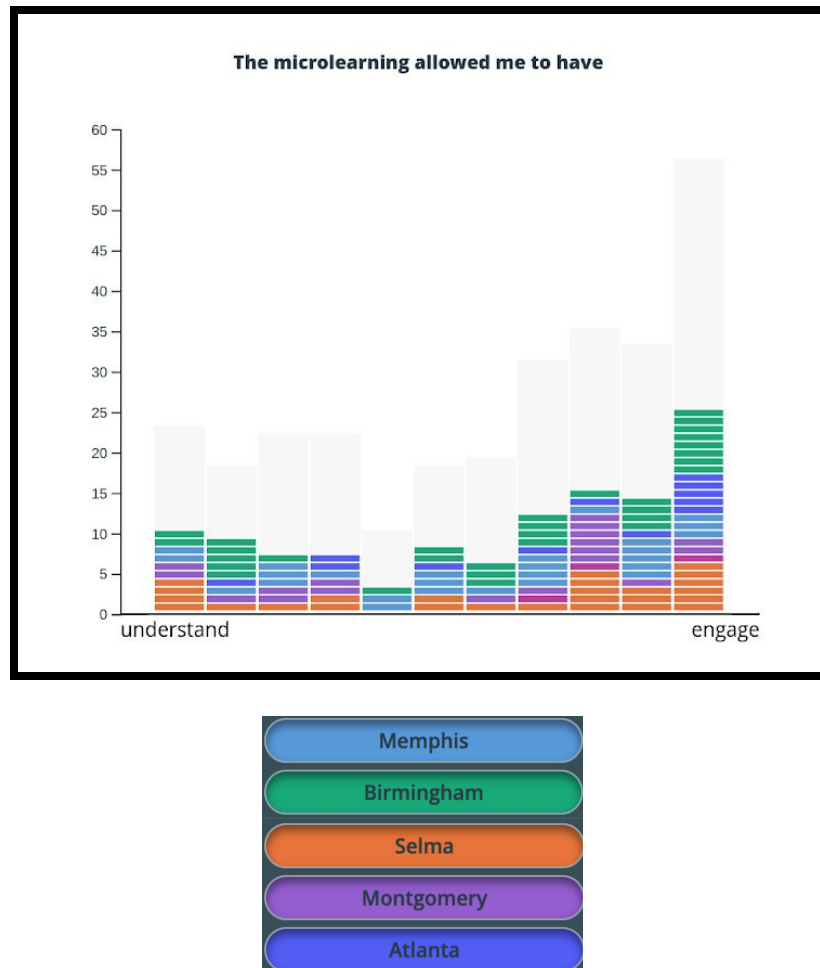


Figure 28: BVM Youth: microlearning allowed me to ^understand vs. ^engage

## Church Youth

The church you was evenly spread between “Having a better understanding of history” and “allowed me to be better engaged with history.” Overall, the microlearning improved the experience, but not as one-sided as the BVM Youth or Adults (see next graph).

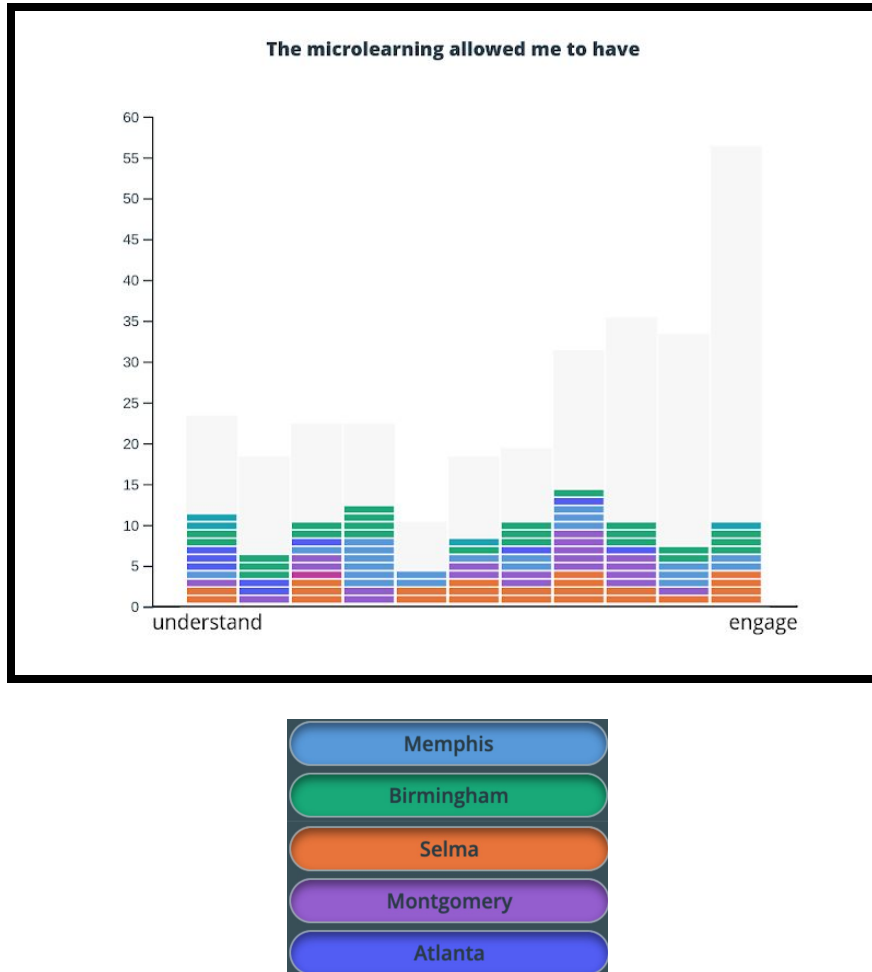


Figure 29: Church Youth: microlearning allowed me to ^understand vs. ^engage

## Adults & Chaperones

Clearly the adults, who had better knowledge of the events of history, found the microlearning led them to be more engaged with the experience. The stories behind these data points, demonstrate this sentiment.

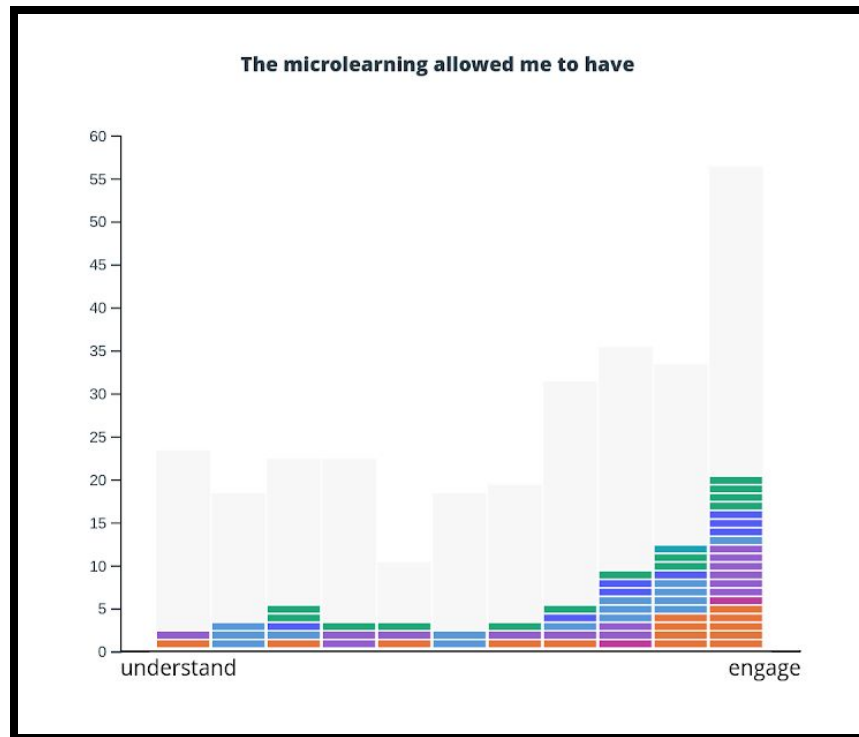


Figure 30: Adults: microlearning allowed me to ^understand vs. ^engage

## Sensemaking Overview

Ginosko LLC piloted its sensemaking platform-as-a-service, *Athena*, for the Black Votes Matter Tour 2019. *Athena* combines distributed narrative collection and quantitative data analysis with artificial intelligence (NLP) to enable decision makers to better understand their environment or complex challenges from the tactical to operational and strategic levels. For the purposes of the BVM Tour 2019. What problem does *Athena* solve? *Athena* is designed to:

- ***Collect and signify narrative stories*** of a human system at scale
  - In this case we are targeting the 2019 Black History Tour participants
- ***Reduce the cognitive bias*** in human system mapping through AI tools
  - Our customized sensors ask respondents to share a personal story and signify the meaning of that story against the objectives and goals of the program.
- Identify the ***emerging trends and risks*** associated with a given human system
  - We were able to see the migration and change of sentiment towards the 3 main goals of the trip.

### Sensemaking Summary: Four Themes Emerged<sup>3</sup>

Using a commercial artificial intelligence software as a service (Vocool.co), we were able to isolate responses that contain specific or related words. We further simplified the results by returning a series of relevant quotes from the survey responses. The following section contains examples of survey summaries generated by keyword extraction.

#### Theme 1: Martin Luther King Jr.

“Today in Memphis we went to the temple where Martin Luther King Jr. gave his speech: I’ve been to the mountaintop. Seeing the place where Martin Luther King Jr. once stood placed an image in my mind of him actually standing there giving that speech. I read a quote from his wife that said, “If you give your life to a cause which you believe is right and just, and your life comes to an end as a result of that, your life could not have been spent in a more redemptive way which made me reflect on my life. Looking at the clock that was specifically set at ten thirty the exact death of Dr. King made it surreal and seeing the place at the piano where his mother was shot during a church service was”

Summary: The students were most interested in the interactive spaces because it made them feel as if they were experiencing history – this suggests museums that have replicas will resonate more with them than just summaries of historical events.

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<sup>3</sup> Vocool.co can be used both as a marketing tool – by extracting the most meaningful responses – and as a way to expunge key concepts from high-volume data sets. The first paragraphs are constructed by pulling out relevant responses from individual surveys that best represent prominent themes seen in the group. Note that since the responses are directly from the student-provided narratives, the syntax and grammar may be choppy. The following summary is an example of how a survey analyst could draw meaningful conclusions from a shortened summary. Also bear in mind, the larger datasets will provide more accurate summaries.

## **Theme 2: The Freedom Riders**

“Today, we experienced how it felt to be a freedom rider. Sitting on the bus felt as if I was standing in the middle of the commotion and abuse. Seeing how the freedom rider bus looked after all the shootings and the explosions gave me a quick glance of what they experienced and how they was able to still survive it all. When I saw the burned up bus that the Freedom Riders were on was really touching to me I felt angry because of how rude white people treated others all because they were different from them and I also felt bad because of how they got abused. Even so, I also I learned about a little girl who helped the freedom riders by bringing water to them and she could of gotten in trouble for it. It gave me hope.”

Summary: The interactive experience of the bus connected with a lot of the students (30 survey results contained information about the freedom riders). Interesting enough however, was how many students also remembered the girl giving them water. This speaks to the importance of stories of compassion to balance out the brutality.

## **Theme 3: Church Bombings**

“Today we visited the 16th Street Baptist Church where they bombed the church during a Sunday School Service and learned that they killed 4 innocent little girls. Of all the things I learned about, I connected most with the Birmingham bombing. Seeing the faces and the statue that represented the last thing they did was heart breaking and almost brought me to tears because it reminded me of me. That is something I will never forget. I felt sad and angry because I thought of the bombing at the 16th Baptist church bombing. I was sad because I felt bad for the girls who died and the ones who got brutally beaten outside when they went running out, and angry because why would the bomber do that?”

Summary: The bombing was the most referenced exhibit of that day. That speaks to the impact of sharing stories about younger people. One might infer that students better connect with people who look like them -- so focusing on how they might have been affected during the civil rights era might lead to stronger empathetic responses.

## **Theme 4: ‘Connection’**

“When we went to this museum in Selma I had gone to the back to look around more and I saw this klu klux klan [sic] suit it made anger rise up on me a little because it reminded me of what they did to my people but at the same time I connected with this because I could feel all those people fears. The images of hangings connected to me because I’m close to my brothers and when I hear stories like that I ultimately think about if it was them that was being killed gruesomely for the color of their skin. I connected to the sit-in counter because it felt like you were sitting in those places, risking your safety towards a cause that people prayed would give them simple rights. It made me feel privileged to have such strong ancestors behind me and to reflect [sic] how important the little freedoms I have. It was also powerful to see their resolve, how they did not back down in the face of danger and pain, which is what made the movement ultimately successful.”

Summary: Since a key indicator of the success of this program was having students connect to historic [sic] experiences, it’s important to analyze how different groups responded to the exhibits. BVM youth, predominantly people of color, seemed to have a more powerful reaction to this tour, as the most relevant quotes were written by people of color, as referenced by ‘my ancestors, my brothers, my people’. This might be expected, but might also be an indication to ask non-people of color, or the Church Youth, why they didn’t feel as connected or do deeper analysis on demographic distinctions.

## Key Insights

### Measuring Change

The 2019 BVM Tour clearly witnessed a strong change in attitudes and beliefs over time. From the initial baseline survey in March to our final pulse survey, youth and adults adopted a desire to act and make history. The first ternary asked the question, “My story from today has left me feeling more... Connected to history - Inspired by history - Ready to make my own history.” Clearly they moved from connecting to being inspired to ready to make history.

The second ternary asked the question, “The experiences from today have motivated me to...Learn more racial injustice - Speak out against racial injustice - Ready to take action against racial injustice.” Participants went from learning and acting to a desire to speak, with very few participants remaining “stuck in the middle.” The BVM tour certainly creates Ambassadors of Community Engagement ready to act, speak, and go make history.

### Themes and Sentiment

GiNOSKO.Consulting, the firm who sponsored the sensemaking, utilized Artificial Intelligence tools, provided by Vocool.co, to analyze almost 300 stories submitted throughout the trip. These four themes emerged:

- Martin Luther King, Jr - The students were most interested in the interactive spaces because it made them feel as if they were experiencing history – this suggests museums that have replicas will resonate more with them than just summaries of historical events.
- The Freedom Riders - The interactive experience of the bus connected with a lot of the students (30 survey results contained information about the Freedom Riders). Interesting enough, however, was how many students also remembered the girl giving them water. This speaks to the importance of stories of compassion to balance out the brutality.
- Church Bombings - The bombing was the most referenced exhibit of that day. That speaks to the impact of sharing stories about younger people. One might infer that students better connect with people who look like them -- so focusing on how they might have been affected during the civil rights era might lead to stronger empathetic responses.
- Connection - Since a key indicator of the success of this program was having students connect to historical experiences, it’s important to analyze how different groups responded to the exhibits. BVM youth, predominantly people of color, seemed to have a more powerful reaction to the Tour, as the most relevant quotes were written by people of color, as referenced by ‘my ancestors, my brothers, my people’.

### Microlearning Enhanced the Experience

Over 90 learners voluntarily enrolled in the Face-to-Face with Black History microlearning course with all 90 learners active in the course (100%) and over 45 completed the course (50% completion rate) qualifying for a certificate of completion. For a voluntary course, these engagement statistics easily triple the distance learning industry standards of 5-15% average engagement.<sup>4</sup>

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<sup>4</sup> \*Average completion rates for (voluntary) online courses is 5-15%. Ahern, Amy. EdSurge.com, Stop Asking About Completion Rates, November 28, 2018.

<https://www.edsurge.com/news/2018-11-28-stop-asking-about-completion-rates-better-questions-to-ask-about-moocs-in-2019>



## **Experiences within the Experience**

For experiential learning, the youth and adults enjoyed the “action-oriented” or “hands-on” experiences. Additionally, by placing the participants in heterogeneous teams, we experienced greater engagement and more meaningful discussions. Specific experiences include: Memphis, Lorraine Motel (hotel room walk-through), Mason Temple (standing in the pulpit); Birmingham, 16th Street Baptist Church (presentation and personal stories by member of church)

## **Conclusion**

We are clearly moving forward with increased vigor and focus as we build our generation of ambassadors for community engagement that will, no doubt, make history! This does not end with a one week bus tour. Once an alum of the Black Votes Matter Tour, always an alum! We desire to engage our alumni through regular opportunities for service and regular leadership development. Alumni are our best mentors for future tour participants. As our community grows in this movement, we desire to keep our donors engaged in our successes and we remain open to your feedback as we carry the torch and momentum forward. Please reach out to me with any questions, concerns, or feedback. We remain very open to your insights and wisdom as we move forward.

## Appendix

### Television and social media posts

[Grace: Omaha students get 'eye-opening' tour of civil rights landmarks in the South.](#) by Erin Grace, World-Herald staff writer. Omaha high school students walk across the Edmund Pettus Bridge in Selma, Alabama. The Omaha group, touring historical sites in the American South in 2018, sought to walk in the footsteps of civil rights marchers who were met by violence on the bridge in 1965. Another group will do the same this summer.

[https://www.omaha.com/columnists/grace/grace-omaha-students-get-eye-opening-tour-of-civil-rights/article\\_83213034-8b59-54c1-bde6-5205e306bc52.html](https://www.omaha.com/columnists/grace/grace-omaha-students-get-eye-opening-tour-of-civil-rights/article_83213034-8b59-54c1-bde6-5205e306bc52.html)

[Black Votes Matter tours Black History sites May 26, 2019](#) OMAHA, Neb. — Preston Love Jr. joins James Wilcox in studio to talk about Black Votes Matter and the upcoming historical tour that will guide students through American Black History. The tour is designed to provide students with history lessons and leadership development opportunities. The group will travel through Memphis, Tennessee, Birmingham, Alabama, Montgomery, Alabama, Tuskegee, Alabama, and Atlanta, Georgia. Each stop will have historical significance. For more information, visit [www.prestonlovejr.com](http://www.prestonlovejr.com). <https://www.ketv.com/article/black-votes-matter-tours-black-history-sites/27594155>

[KETV Black Votes Matter Tour wraps up--As the tour winds down, students share emotional trip to National Memorial for Peace and Justice](#) MONTGOMERY, Ala. — It was an inspiring, moving and emotional week for Omaha-area students traveling on the Black Votes Matter Tour. Tour leader and UNO Professor Preston Love Jr. says kids are getting a lot out of the trip. Throughout the week they visited sites such as the 16th Street Baptist Church, the Edmund Pettus Bridge and the Lorraine Hotel. Students went to visit the National Memorial for Peace and Justice in Montgomery, Alabama, Thursday. Love Jr. said students were emotional as they weaved through the memorial that honors those lynched, killed and assaulted because of their race. The tour concludes Friday and will return to Omaha Saturday. To find out more about the tour, click [here](#). <https://www.ketv.com/article/black-votes-matter-tour-wraps-up/28138130>

## Facebook posts

**First United Methodist Church-Omaha**  
June 17 at 8:00 AM · 🌐

In case you missed it, here is a news story about the face-to-face Black History Tour our youth and members of our faith community are participating in along with other members in our Omaha community. We continue to hold all the students, chaperones, and leaders in our prayers during this life-changing trip.



NEW ON KETV  
OVER 100 OMAHA STUDENTS HEADED SOUTH TO LEARN ABOUT BLACK HISTORY  
KETV 7

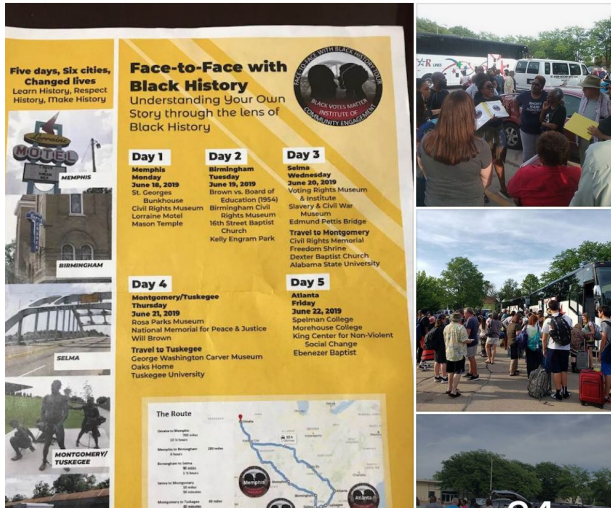
KETV.COM  
**Omaha youth initiative sends more than 100 students on black history tour**

👍❤️ 88      3 Comments 14 Shares

**First United Methodist Church-Omaha**  
June 17 at 9:39 AM · 🌐

A collection of pictures from the Bon Voyage Send-off event yesterday! FUMC youth, members of our faith community, and other members in the Omaha community (including many jr. and sr. high school students) will be touring historically significant sites important to Black History and the Civil Rights Movement of the 1960s. This face-to-face Black History Tour, presented by Black Votes Matter, is guaranteed to change the lives of all the participants. Today, they are in Memphis!

Please follow us as we will provide updates on their tour as soon as they are received. We ask all to continue to pray for all the youth, chaperones, and leaders on the trip for safe and inspiring journey.



**Five days, six cities, changed lives**  
Learn History, Respect History, Make History

**Face-to-Face with Black History**  
Understanding Your Own Story through the lens of Black History

Day 1	Day 2	Day 3
<b>Memphis</b> <b>Monday</b> June 18, 2019 St. Georges Buckhouse Civil Rights Museum Lorraine Motel Mason Temple	<b>Birmingham</b> <b>Tuesday</b> June 19, 2019 Brown VA. Board of Education (1964) Birmingham Civil Rights Museum 16th Street Baptist Church Kelly Ingram Park	<b>Selma</b> <b>Wednesday</b> June 20, 2019 Voting Rights Museum A Institute Slavery & Civil War Museum Edmund Pettis Bridge Travel to Montgomery Civil Rights Memorial Freedom Shrine Dexter Baptist Church Alabama State University
<b>Montgomery/Tuskegee</b> <b>Thursday</b> June 21, 2019 Rosa Parks Museum National Memorial for Peace & Justice Will Brown Travel to Tuskegee George Washington Carver Museum Oaks Home Tuskegee University	<b>Atlanta</b> <b>Friday</b> June 22, 2019 Spelman College Morehouse College King Center for Non-Violent Social Change Ebenezer Baptist	

**The Route**




Figure 31: Facebook Posts from July 16, 2019 (Day 0)



## First United Methodist Church-Omaha

June 17 at 4:05 PM · 🌐

### Black History Tour Day 1 - Memphis

The tour arrived early this morning in Memphis. The group first landed at the bunkhouse where Preston Love Jr. provided an overview of Memphis before departing to Mason Temple and Lorraine Motel.

Dedicated in 1945, the Mason Temple bears the name of Bishop Charles Harrison Mason, founder of the Church of God in Christ, the largest African American Pentecostal denomination in the world. Within the Temple lies the Crypt of Bishop Mason. The tour was allowed to stand behind its beautiful pulpit. But perhaps no message given from it's pulpit carries greater historical significance than the final speech of the Reverend Dr. Martin Luther King Jr. on the evening of April 3, 1968, also known as the "I Have Been to the Mountaintop" speech.

Next the group traveled to the Lorraine Motel, where the assassination of Rev. Dr. Martin Luther King, Jr. took place on April 4, 1968. Connected to the Lorraine is the National Civil Rights Museum. The tour experienced the bus with Rosa Parks, the Counter Protests, and the Freedom Riders bus. The tour had the opportunity to see first-hand the room in which Dr. King was assassinated. All of the exhibits provided powerful information and lessons from the Civil Rights Movement.

We will be adding more pictures as they arrive. We give thanks for ALL who helped contribute updates, and continue to hold all of the participants in our prayers.


Next stop - Birmingham!



👍❤️🙏 62

8 Comments 11 Shares

Figure 32: Facebook Posts Memphis July 17, 2019 (Day 1)



**First United Methodist Church-Omaha**  
 June 18 at 5:14 PM · 🌐

**Black History Tour - Day 2: Birmingham**

The group enjoyed a morning breakfast in the bunkhouse and then traveled to Birmingham. The first stop for the tour was the 16th Street Baptist Church. Mr. Armond Bragg, a member of the church for over 63 years, provided the tour a presentation regarding the bombings in Birmingham to present day.

The tour also had the opportunity to see the 1993 documentary, "Angels of Change," that details the 1963 bombing of the church and the stories of the victims - Addie Mae Collins, Cynthia Wesley, Carol Robertson, and Denise McNair, all young girls.

The tour then traveled to the Birmingham Civil Rights Museum, and witnessed several powerful exhibits depicting life in segregated America of the 1920s-1960s.

Finally the tour stretched their legs at the Kelly Ingram Park. Within the park, participants found many statues and sculptures dedicated to the Civil Rights Movement.

Thank you again to all who helped contribute the photos and information so we may all feel part of your journey. We continue to hold all of the youth, chaperones, and leaders in our prayers.

Next Stop - Selma!

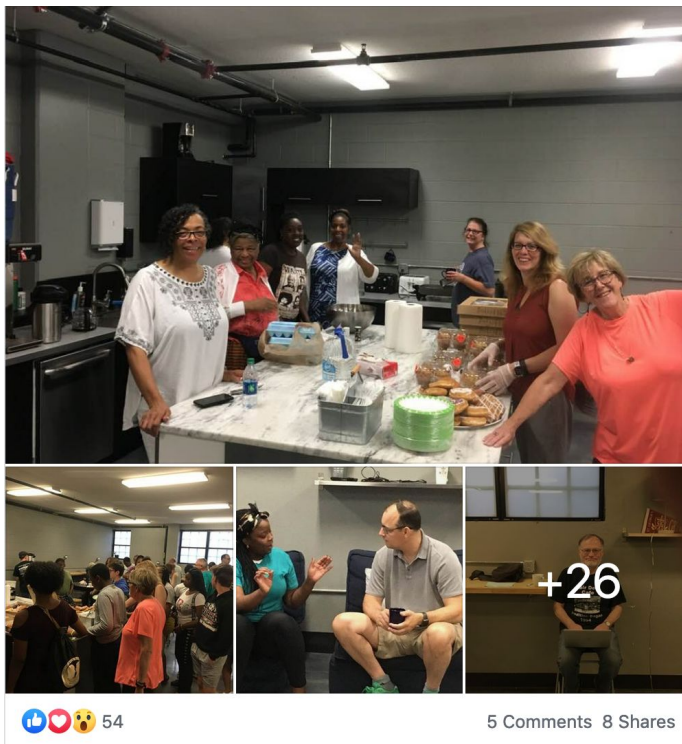


Figure 33: Facebook Posts Birmingham July 18, 2019 (Day 2)





### Black History Tour Day 3 – Selma and Montgomery

The tour arrived in Historic Selma. Once inside the city, the tour stopped in the National Voting Rights Museum & Institute. Resident historian Samuel “Sam” Walker honored the group with a presentation. At 11-years-old, a young Mr. Walker supported the Selma to Montgomery March in March of 1965, and marched the final 4 miles for his freedom and right to vote. He is a national treasure and met President Obama during the 50th Jubilee Celebration.

Inside the National Voting Rights Museum & Institute, the tour encountered several powerful exhibits displaying the contemporary struggle for voting rights and human dignity. The Museum is located at the foot of the Pettus Bridge. Named after Edmund Winston Pettus, grand wizard of the Alabama Ku Klux Klan, and built in the 1940s, the bridge is also the scene of “Bloody Sunday” when armed police attacked and brutally beat Civil Rights Movement demonstrators attempting to march to the state capital.

The tour then traveled to Montgomery where they visited the Civil Rights Memorial, located right outside the Southern Poverty Law Center. The Civil Rights Memorial - Waters of Life - commemorates the 41 martyrs who were killed in the struggle for the equal and integrated treatment of all people, regardless of race, during the Civil Rights Movement in the United States. The names included in the memorial belong to those who died between 1954 and 1968. Those dates were chosen because in 1954, the U.S. Supreme Court ruled that racial segregation in schools was unlawful and in 1968 Dr. Martin Luther King Jr. was assassinated. This Civil Rights Memorial was designed by Maya Lin (who also designed the Vietnam War Memorial in D.C.).

Driving around Montgomery, one of the buses stopped at the Dexter Avenue King Memorial Baptist Church as well as walked along the campus of Alabama State.

We give thanks for all who helped contribute updates and pictures of their daily logs of the tour. We continue to hold all the youth, chaperones, and leaders in our prayers.

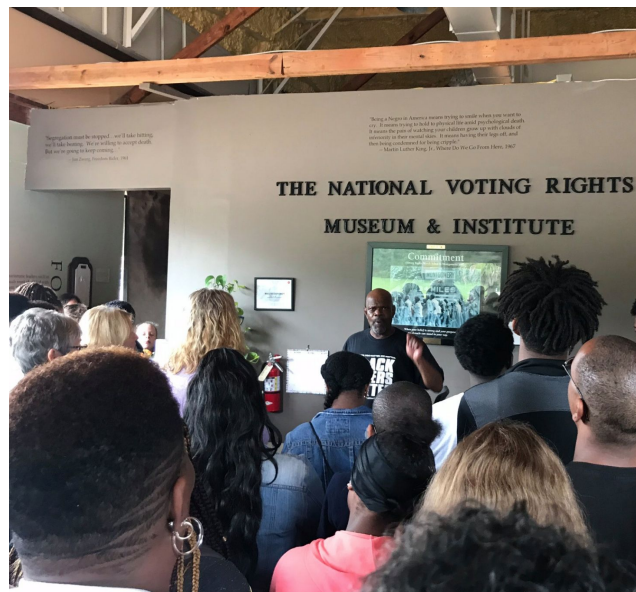



Figure 34: Facebook Posts Selma July 19, 2019 (Day 3)



Figure 35: Facebook Posts Selma July 19, 2019 (Day 3)



**First United Methodist Church-Omaha**  
 June 20 at 3:57 PM · 🌐

Black History Tour - Day 4: Montgomery

Sporting their Black Votes Matter Tour 2019 shirts, the group first visited the Legacy Museum: From Enslavement to Mass Incarceration. The museum is situated on a site in Montgomery where enslaved people were once warehoused and a block away from one of the most prominent slave auction spaces in America.

The tour then visited the Rosa Parks Museum located on the Troy University. The museum is dedicated to the life of Rosa Parks, the Montgomery Bus Boycott, and her influential work for the Civil Rights Movement. Both the Legacy Museum and Rosa Parks Museum did not allow pictures inside the space, and our tour was respectful to their policies.

Finally, the tour visited the National Memorial for Peace and Justice. Informally known as the National Lynching Memorial, it is a memorial to commemorate the victims of lynching in the United States. The memorial acknowledges the past racial terrorism and advocates for social justice in America.

While at the Memorial, Preston Love, Jr. gave the students a presentation. All the participants were able to see the names of the two men lynched in Douglas County, Nebraska - George Smith on October 10, 1891 and Will Brown on September 25, 1919.

Tonight the tour will have a fellowship BBQ picnic with Aldersgate United Methodist Church, and the youth will provide group presentations. Stay tuned!



Figure 36: Facebook Posts Montgomery July 20, 2019 (Day 4)





Figure 37: Facebook Posts Montgomery July 20, 2019 (Day 4)

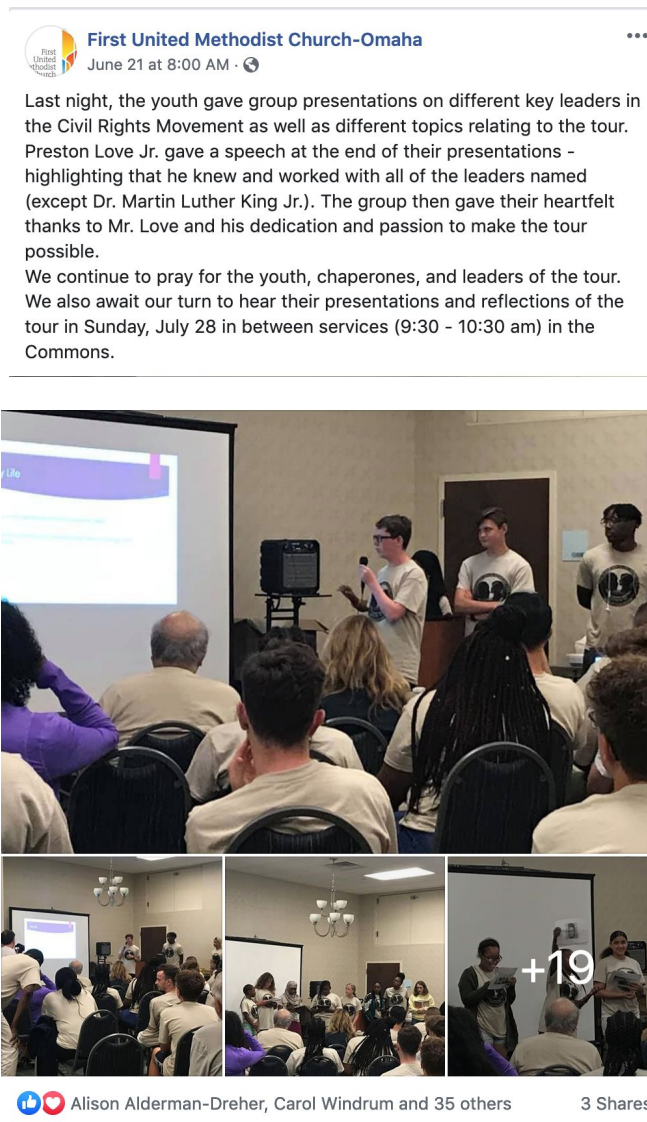


Figure 38: Facebook Posts Montgomery July 20, 2019 (Day 4)





Figure 39: Facebook Posts Atlanta July 21, 2019 (Day 5)

## microlearning Discussion Examples

**Question:** *Why is it important to consider African American's past when studying the Civil Rights Movement in particular? What is to be gained by looking backwards in time for today? Which of the exhibits is the most intriguing to you and why? Answer each question in 2-3 sentences and respond to one another.*

Answers:

**RJ** I will never understand how the KKK felt like they were representing Christ and lit crosses at a statement. It disturbed me to see the robes and crosses in the exhibits.

**LL** Knowing the history keeps us from repeating past failures and allows us to assess better ways of implementing new strategies, being inclusive and accessible.

**JB** I read "Injustice anywhere is threat to justice everywhere" in the Letter from the Birmingham City Jail. These exhibits from the past embolden me to continue to be involved in seeking social justice. For example: The League of Women Voters Florida will celebrate 100 years of informing and encouraging public participation.

**KM** African Americans had it rough nearly since the beginning. There was no power to their name, so for them to try to take part in civil rights acts, it can be compared to a bird against a cat. Nevertheless, this bird had special talents and features that allowed it to fly to greater heights and seek out the cat's 'pressure points' from above to plan a greater strategy to stop being a prey of the cat. It is important to learn from their ways and develop new ways and bring forth what is long over due—the ability to not be victimized.

**CL** Because slavery and lynchings still occur today—just with different names: incarceration, youth detention centers, evictions, police profiling, unjust laws. White supremacy systems are still in place and to choose blindness to this parallels the blindness one must have had when present to watch a lynching.

**CW** Especially today, there is much fake news, lies, and total fabrication of the truth. Digging into history (and learning it from the side of the oppressed) is critical in dealing with the present. Usually the victor/conqueror/dominator has told history from their single vantage point...not helpful to the cause of the beloved community.

**PC** One has to know and understand the past which gives perspective to today's struggles and in the future. The Women's Suffrage Movement as well as 20th & 21st century powerful women who have brought about change.

**PC** One has to know and understand the past which gives perspective to today's struggles and in the future. The Women's Suffrage Movement as well as 20th & 21st century powerful women who have brought about change.

**LW** It's intriguing how a certain race of people's freedoms were taken away due to their skin color. Many laws were broken just to fill people's ignorant and absurd needs.

**SB** It is important because the white man has always had their civil rights. Blacks and other cultures had to fight for theirs.

**TF** Our past, all of us, are products of our past. African Americans have a past that has much pain. Denying the pain and difficulties may be easier, but does not give any of us a foundation upon which to build a better place.

**SS** So you can learn more. And so you can understand the knowledge better.

**FR** It's important to speak truth to power and take a stand on issues. Too often we want to be left alone so we can live our lives without interference from others. Other than that translates to letting others make all our decisions because it's simpler, easier, and encourages the status quo—which benefits who?

**NC** Because the contrast of the struggles between early whites and Europeans, compared to what blacks struggled with is very different. As well as sensitive. And needs to be taken into consideration.

**MS** For any person or group of people, knowing where they have come from is essential to knowing where they ARE, and from that point discerning the way forward. The more information we have about our past, personal, or collective, the fuller will be the picture of ourselves.

**HM** Because it was very horrible how African American were treated. They didn't deserve the beatings and all the pain they received.

**BD** The only way not to repeat history is to know it. By looking backwards we can hopefully learn from our mistakes and help fight racism in Omaha and everywhere

**MS** Agreed, Blake. It is certainly a place to begin.

**LD** So we can see everything they had to go through just so we can have rights today

**DB** It is important because it's the origin of segregation in America, and even though slavery and most forms of oppression have ended, racism is still very much alive.

**AD** You cannot move forward without knowing our past.

**TF** And hopefully heal

**AD** I without a doubt cannot wait to see the bridge where such sacrifice took place. I could answer this better after being there. Rosa Parks is a hero of mine so her memorial or dedication will be important to me.

**JT** To pay respect to those who sacrificed so much so that all people have the same rights as Americans.

**JT** So we don't forget!!!!

**LB** When studying the Civil Rights Movement there is no way to avoid the many important events involving discrimination against African Americans. The Civil Rights Movement was dedicated for equal rights and treatment for African Americans in the United States. I have always heard learn about your history so you don't have to repeat it. So if we want to know what truly happened we have to listen to the people who dealt with everything first hand, the good and bad; and that happens to be the African Americans.

**DL** It is important to consider the African American past so we can fully appreciate the miracle of the Civil Rights Movement and the wisdom, strength and honor of those who lead and participated in this movement. It is now up to us to make certain history is not repeated.

**LB** Very well said! In order to appreciate everything you have to consider the ones who dealt with everything the most.

**PI** I believe it was Santana who said that those who do not study the past are doomed to repeat it. I have always been a student of history; giving examples and warnings of what and why things worked or didn't work. I believe it was Einstein who said the definition of insanity is continuing to do the same things while expecting

different results. Benjamin Franklin said that if everybody is thinking the same, then nobody's thinking. And I love the fact that history is always being re-interpreted by the events that are going on today.

**AM** I think the context of what was happening at that time and the perspective of different people are important in learning and studying about the Civil Rights Movement. The perspective of the black population is most important because we learn from them since they are the ones who started these movements to end segregation.

**MS** Agreed. Also, the non-violent methods that were employed have given us methods to use in other struggles for freedom, and we have the lives of remarkable people to serve as role models.

**SD** It is important because the black population is who was being discriminated against and it was because of them that laws changed. If it had been left to white people the movement would never have happened.

**DL** Well said!

**ED** So that we know what actually happened not just the white peoples perspective

**DL** So true!

**HW** It is important because some people are still racist now. It might end but we have to be strong. When studying the civil Rights movement, we have to consider the activism our people took to get equal rights.

**AM** Activism was very important and made a lasting impact on civil and equal rights.

**Discussion Question 1. What parts of the National Center for Civil and Human Rights excites you to see? 2. Why are centers such as this one important to have today? Answer both questions with 2-3 sentences each.**

**LB** Now that I have already visited the center the part that I enjoyed the most was the political transformation and brown vs board of education. It is important to have centers like that one because you are able to get a deeper understanding of the work that was put in to get civil rights and even some people that one may have never heard of.

**RJ** I was greatly impacted by the audio of what the Freedom Riders experienced. I cannot imagine how they were able to stay focused as they were getting beat, just to prove that all should have the right to eat at the table (or counter). The statements that the Freedom Riders made are very impactful for the way that we are all able to eat together today.

**MR** I look forward to the exhibits regarding rights for today. It's good to learn and understand the past, but it is more important to apply those lessons to today. For sexism, poverty, religion, prison reform etc.

**BD** I am excited for the lunch counter where the sit in took place. But also the entire museum and the architecture will be incredible to see

**NC** I can't wait to see this place in general, I observe frequently, I hope the architecture and memorials and exhibits give me an inspiring feeling.

**HM** I am thrilled to see the whole the whole thing, and also see what kinds of history occurred there. So other people can know they where they came from.

**DS** I agree with Levinya. I'm looking forward to sitting at the counter. We must experience and remember so that the hate can stop with us.

**AD** I am excited to see the water exhibit and how the walls curve like cupping hands. The emotions in this museum of the past and then hope of the present fight for all injustice still happening today. I can't believe it has taken so long to get these museums created in the south. So many of the places we are going have not been open for very long. It reminds me that this really did not happen very long ago.

**LD** I am most excited to sit at the lunch counter. I think it will be sad to hear how they were teased. It will help understand how they felt. It is important for people to understand human rights. Places like this help us learn.

**SD** The display of Jim Crow laws because every time I read one I am shocked that these laws were allowed. The extent of some of these laws is unbelievable and the fact that any white person supported them is appalling. Centers like this help to carry on the mission of equality for all. Human Rights for ALL of God's people is something we have to continue fighting for.

**ED** 1. I am excited to see the lunch counter where they did a sit in. I want to see this because sit ins were a huge part of the civil rights movement. 2. So that we can learn and continue to learn about important events in our history.